**African Animals and Their Environments**

Second Grade

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**Instructional Objective:** The students will paint either an African Rainforest or Savannah environment as their background. They will then paint an animal that can be found in that habitat, and then finally they will cut and glue them onto the background, this will create an African landscape.

**Objective:**

**•** The students will learn about East African animals and their environments

**•** We will relate our home environment to that of the East African habitat.

**•**We will address fundamentals of design such as pattern and texture

**•** The students will choose to paint an African Rainforest or African Sahara background on drawing paper (18x24)

**•** The students will then paint one animal found in the chosen habitat on a separate sheet of drawing paper (11x17)

**•** The students will use scissors and glue to assemble the African environment of their choice

opinions about art.

**Standard Course of Study Second Grade Visual Arts**

**• Essential Standard:** 2.V.2 Apply creative and critical thinking skills to artistic expression.

**•** Objective:2.V.2.3 Create art from real and imaginary sources of inspiration.

**• Essential Standard:**  2.V.3 Create Art using a variety of tools, media, and processes, safely and appropriately.

**•** Objective:2.V.3.1 Use a variety of tools safely and appropriately to create art.

**•** Objective:2.V.3.2 Recognize characteristics of a variety of media.

**• Essential Standard:** 2.CR.1 Use critical analysis to generate responses to a variety of prompts.

**•** Objective: 2.CR.1.1 Use art terminology to describe art in terms of subject and physical characteristics.

**Materials:** Cut paper, scissors, paper sizes (18x24 & 11x17), paint, brushes, pencils, glue

**Motivation:**

**•** To begin the lesson we will ask the class, who likes animals? What types of animals do we like?

**•** How are animals different in Africa then in North Carolina?

**•** I will show where Africa is on a large globe.

**•** Then students will help me place the example animals on a big map on Africa

**•** I will then read a short story called:  *Jungle Drums by Graeme Base* that shows both the African Rainforest and Sahara.

**•**I will then watch a video on YouTube called: *A Day on Safari in Africa* to convey animals in the East Africa Sahara.

**•** I will then discuss how everyone is going to become a painter and illustrate a scene they would find East Africa.

**• Vocabulary:**

**•** *Environment*: is where plants, animals, and any non-living things can be found.

**•** *Pattern*:is a set of shapes that are repeated over and over again

**•** *Line*: a mark or stroke made with a pen, pencil, or tool on a surface.

**•** *Shape*: is the structure of an object or body that has a specific form or figure.

**•** *Symmetry:* when a pattern or design is the same on both sides

**•** *Texture*: The appearance and feel of a surface.

**•** *Overlapping*: To cover a part of something else to show depth and dimension.

**•** *Color*: the visual look of an object that allows us to identify by light and perception. There are 3 primary colors (red, yellow, blue) Secondary colors are made by combining primary colors to make dark or light combinations.

**•** *Landscape*: a picture representing a scene

**•** *Savannah*: A vast desert of northern Africa extending east from the Atlantic coast to the Nile Valley and south from the Atlas Mountains to the region of the Sudan.

**•** *Rainforest*:A dense evergreen forest occupying a tropical region with an annual rainfall of at least 2.5 meters.

**Procedure:**

**Day 1**

**•** I will speak about the objectives of the assignment

**•**I will then show two examples of just the painted backgrounds: Rainforest & Sahara

**•**I will talk about overlapping, different types of lines, and shapes

**•**I will show an example of how the students should begin with the foreground

**•** The students will begin the lesson on a large sheet of drawing paper (18x24) painting the background of their choice.

**•** I will emphasize using the entire sheet of paper going all the way to the edge of the paper.

**•** They will incorporate lines, texture, pattern and different shapes to develop an environment.

**•** During this time we will be walking around providing feedback, answering any questions, and being available to help.

**•** Note: we will be playing music from Pandora.com “African Essentials” station

**Day 2**

**•** I will review African map and animals and terms used (environment texture)

**•** I will review patterns found on the animals we placed on the Africa map.

**•** I will emphasize making their animal very large and full of details.

**•** I will use a worksheet matching the animals to their specific environment and show a slideshow depicting the different animals and their specific environments.

**•** They will then begin on a separate sheet of paper (11x17) painting the animal of their choice**.**

**•** I will review the different animals that can be found in both environments

**•** They will spend the remainder of day 2 painting their animal found in the specific environment.

**•** During this time we will be walking around providing feedback, answering any questions, and being available to help.

**•** If students finish early they are encouraged paint “add on items” to help strengthen the composition. Such as: Birds, butterflies, snakes, rocks, frogs, and flowers.

**Day 3**

**•** I will speak about overlapping

**•** Then give a demonstration on how to use the scissors and glue properly & show our examples.

**•** The students will then cut out the animals they painted on Day 2 and glue them onto the background painted on day 1.

**•** During this time I will be walking around providing feedback, answering any questions.

**Day 4**

**•** As students are finishing there paintings they have the opportunity of using cut construction paper and yarn to add more details to the African Rainforest or Savannah landscape. Such as: grass, leaves for trees, clouds in the sky, and etc.

**•** Once all the students are finished they will then share their African landscapes as a group.

**•** As students finish they are asked to draw and/or write a narrative that goes along with their African animal.

**•** I will review Africa: where it is located and the animals that are found in both environments.